

# Every Child Learning Every Day



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## READY TO LEARN

### Books highlight value of friends

By Dr. Stan Steiner

Here are the books for this month. Good friends are priceless. The skills for making friends begin at an early age. See the books below for some ideas.

**"Ten in the Den,"** by John Butler, 2005, Peachtree Publishers. This warm and cozy counting book has wonderful repetitive text that begs to be read over and over.

**"Lost and Found,"** by Rebecca Doughty, 2005, Putnam. Lucy discovers learning about organization and responsibility can make your day go much better. Many children will connect with Doughty's playful depiction of the absent-minded child.

**"That's What Friends Are For,"** by Valeri Gorbachev, 2005, Philomel. Goat and pig have been friends for some time. One day goat looks out his window and sees pig crying. Goat thinks of all that could possibly cause pig to cry and then gathers all the objects that he thinks would cheer him up. When goat goes to pig's house he finds a surprise he is not prepared for.

**"The Three Silly Billies,"** by Barry Moser, 2005, Simon & Schuster. Three goats, three bears, Little Red Riding Hood, and a boy named Jack are on their way down the road when they come to a bridge. Normally, not a big deal, but this bridge has a troll and a steep toll. A fun read for all!

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## Preparation helps set positive tone for 'first day'

Dear Reader:

The back-to-school advertisements in newspapers and on television are sure signs that the summer break is over. For parents, the fall may mean the first day of preschool or elementary school for a young child.

If you have a young child preparing for that first time away from home in a school-like setting starting off this new venture with a positive tone is essential for the child and the parents.

Below are some tips from an Idaho school district to help parents prepare children for this transition:

- Take the child to the site to get acquainted with the layout: Where the classroom is, where the bathrooms are, where the desks are, etc. and to introduce the child to the teacher.
- Let your child know it is normal to feel nervous or worried about being away from parents and suggest that he or she take a familiar object or a family picture to school or preschool.
- Show interest and be supportive and encouraging.



**Dr. Marilyn Howard**  
Superintendent of Public Instruction

Talk to your child about the activities like nap, snacks and story time, the schedule, the toys and other children.

- Getting on the bus or auto with a favorite playmate or car-pooling with a friend can ease the daily transition from home to school. Identifying a friend at school or preschool can also help decrease apprehension

about being alone in the new setting.

- Make the getting-ready for school or preschool ritual as stress-free as possible. For example, lay out all notebooks and clothes the night before.
- Change is exciting but it can be scary and stressful too. With parents' understanding, patience, and gentle words, the child should have an exciting and rewarding experience.
- Remember, parents' attitude makes a huge difference. Sometimes it can be helpful for parents to read an age-appropriate book on the subject with the child
- Encourage conversation about preschool or school. Try a different approach instead of "How was school today?" which is answered with "fine" and nothing else. Ask the child "What was the most exciting, boring, interesting, funny thing that happened to-day at school?" and also ask about the child's friends and social interaction.

## PHYSICAL ACTIVITY

### Safari Adventures helps child understand speeds

Physical Education (P.E.) Central is a website ([www.pcentral.org](http://www.pcentral.org)) where educators share lessons plans for activities aimed for different age groups. The website presents a large number of Preschool lesson ideas for you to use in your physical education program.

**Name of activity** — Safari Adventure

**Purpose of activity** — To enhance the skills and understanding of fast and slow.

**Materials needed** — Hoops and cones. Optional: Pictures of animals

#### Description of activity—

First you start out with the kids moving around like animals in a general space. Tell them that they must learn how to move like the animals in order to look for them in the wild. Ask them to practice moving slow like an elephant, or fast like a tiger. Then, when the children have accomplished this task, have them pretend that the cones are the wild animals, having them search for them with their pretend binoculars.

After this, it is time for children to use hoops to catch the animals. They will go around putting the hoops over the cones and pretending that they catch them. Re-

member to ask them what animal they have caught.

**Variations** — Use smaller hoops and deck rings.

**Assessment ideas** — At the end, ask for a child demonstration. Ask a student to move like an elephant, or a tiger, to see if they have learned how to move at different speeds, fast and slow.

**Adaptations for students with disabilities** — Any one can do it, if the student is in a wheel chair they can still go around looking for the animals slow, and fast.



## RESOURCES

## 2-1-1 can help answer child care questions

How do I choose a good child care provider? Can I get help to pay for child care? I want to be a child care provider, do I have to be licensed? Where can I get additional training?

Did you know that no matter “who” you are (provider or parent), “where” you live, or “what” your question is, you could be referred to one (or more) of over 35 offices within Idaho who are involved with Idaho’s child care system.

In 2003, the 2-1-1 Idaho CareLine became the statewide point of contact for child care in Idaho -- for both parents and child care providers. Regardless of your question or need, the 2-1-1 Idaho CareLine can help connect you with your local child care resources.

When you call 2-1-1, please be prepared to answer a few questions – it is the only way we can make sure we get you to the right office. Explain your current situation around child care and we will help direct you to the appropriate child care office to meet your specific needs. If you are already participating in the state child care system, please have your family and/or vendor number available.

The 2-1-1 Idaho CareLine is a great resource for more than just child care information! You can access information for over 3,000 different organizations located throughout Idaho to help you with your health and human service needs. This service is available to everyone at no cost. For more information about the 2-1-1 Idaho CareLine or to search our online database go to [www.idahocareline.org](http://www.idahocareline.org). The 2-1-1 Idaho CareLine hours of operation are 8 a.m. to 6 p.m. MST, Monday through Friday. After hours and on weekends telephone lines are answered by voice mail.

## NUTRITION

## Hand washing essential skill for children

Parents can help to keep their young children safe by practicing good hand washing techniques.

Hand washing helps to reduce the spread of germs.

Proper hand washing is essential when preparing and serving food for young children. Some illnesses, such as diarrhea and colds, can be prevented by teaching children the correct way to handle foods.

Children should be encouraged to wash their hands before eating snacks or meals, after us-



ing the restroom, or after petting an animal.

Parents can help children learn good hand washing techniques by making sure that soap and clean towels are available and in easy reach for young children. The water temperature should be checked to make sure it isn’t too hot or too cold and that an adult is available to supervise as children wash their hands. Children need adequate time to wash their hands after using the restroom and before they eat meals and snacks.

Here are six steps for proper hand washing:

Wash hands with liquid soap under warm running water

for at least 20 seconds—about the same amount of time it takes to sing a verse of “Happy Birthday to You.”

Wash hands thoroughly, paying special attention to germs that may be trapped under nails and in crevices.

Rinse well to remove all traces of soap.

Dry hands with paper towels. Use a paper towel to turn off faucet after hand washing.

Allow hands to dry thoroughly after washing before contact with anything.

Make hand washing an every day, every time activity for children and you will help keep them safe and healthy throughout the year.

## SMART STARTS

## Young writers need to learn to use their fingers

All children can learn to think of themselves as writers. Parents and caring adults need to recognize and acknowledge children’s efforts to represent oral language with written marks.

When we do this, children gain both confidence and motivation to continue using writing as a means of communication. Parents can provide a context for this interaction by encouraging their child to write as a part of play.

**Birth to 1 year** — Promote the development of the hand and

finger muscles by providing your child with toys to grip and hold.

**1-3 years old** — Write! It is important for children to see adults using writing for communication. Bring attention to your actions when you are writing a thank you for a gift or a list for a grocery trip. Ask your child if they would like you to include any of their words in the writing.

**3-5 years old** — Provide children with an area for writing that contains an assortment of writing tools such as crayons, magic slates, markers, various

types of paper, envelopes and blank books. Suggested pretend play can include writing and delivering letters, making signs and posters and authoring books.

**Skills needed for kindergarten** — Children should attempt to represent oral language by using letter-like symbols/scribbles to express ideas.

**Books and other resources** — Sketch and Stick self-stick paper (huge Post-Its for kids); “Harold and the Purple Crayon” by Crockett Johnson; and Reader Rabbit software.

## ARTS

## Chores help muscular development, coordination

August is a perfect time for preschoolers to practice outdoor food handling skills tailored to support their muscular development and overall coordination.

While it takes patience to have little ones help with food preparation, a camping trip or picnic is the ideal place to plan a nutritious meal, while promoting motor development.

A 2 year old needs practice in order to coordinate the muscles to do something. The big muscles in the arms and legs can be put to good use with food handling skills, and children can also learn

many other valuable lessons about nutrition, cleanliness, and safety, along with experiencing new tastes, colors, textures, and shapes.

Plan a meal for your camp-out or picnic with nutritional food choices selected with your preschooler. A trip to the supermarket might help a child to identify possible choices.

Use a bucket of water for the child to scrub carrots, potatoes, or fruit. Scrubbing a table or work surface also will promote beginning level skills.

Anything in which the child

can bend, climb, stand, etc. will promote the development of the leg muscles.

Wiping tables in a back and forth or circular motion helps with arm development, allows the child to decide what motion works best to get the job done, and addresses the idea of cleanliness (washing hands, surfaces, food safety, etc.).

Snapping, tearing, breaking, pulling, and shredding of food are good for motor development. Discussing how things taste or smell, and identifying color and texture (inside and out) build vocabulary.